



Office of the



State Superintendent of Education

**Organizational Report
for
Post-Baccalaureate Non-Degree
Educator Preparation Programs**

(Institution, Organization, or LEA name)

Instructions for Writing the Organizational Report

The Organizational Report is a narrative proposal outlining the organization's capacity to meet the organizational standards for DC state accreditation, emphasizing an organization's approach to the standards' relevant indicators. The following reporting template should be used by institutions, organizations, and agencies seeking State accreditation as a guide in their responses to the standards. Organizations should also refer to the complete Organizational Standards and indicators available on OSSE's accreditation website.

The template is organized by standards and indicators, which are highlighted in bold text. Responses to each standard must include an itemized response to each indicator within a standard. While applicants are not required to directly answer the reference questions following each indicator, they should be used as a guide to frame an organization's broader response to each indicator.

Organizational Report Submission Requirements

In order for an organization's application to undergo review by an OSSE-appointed review team, it must submit the following for both the organizational and each subject area program proposals: one (1) original, three (3) copies, and one (1) digital copy. No later than 60 days after an Intent to Seek Accreditation and Program Approval form has been submitted, submit the organizational and subject area proposals to:

**Office of the State Superintendent of Education
Division of Elementary and Secondary Education
Educator Licensure and Accreditation
810 First Street, NE, 5th Floor
Washington, DC 20002
Attn: Orman Feres**

Evidence of Meeting Standards

An OSSE- appointed review team will complete an on-site evaluation and interview after the Organizational Report has been submitted. The review team will request documentation to demonstrate that the organization meets the standards and relevant indicators contained in the application. To the extent possible, the organization must furnish evidence that supports its application and demonstrates its capacity to meet the standards. At least one month prior to the on-site review date, OSSE will supply the organization with a list of documents to make available to the review team, in order to demonstrate that it meets the standards or has an acceptable plan to meet the standards prior to operation.

Standard 1 - Candidate Knowledge, Skills and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional and state standards.

A. Pedagogical Content Knowledge for Teachers

1. Describe the organization's plan for ensuring that teacher candidates develop the necessary pedagogical content knowledge for the subjects they intend to teach.
2. How will data be used to demonstrate candidates' pedagogical content knowledge?
3. What are the assessments/measures used to demonstrate that candidates can integrate technology in their teaching?
4. What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' preparation related to pedagogical content knowledge?

B. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1. Describe the organization's plan for ensuring that teacher candidates develop the necessary professional and pedagogical knowledge for the subjects they intend to teach.
2. What assessment data are used to demonstrate that candidates have broad professional and pedagogical knowledge and skills?
3. What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' preparation related to professional and pedagogical knowledge?

C. Student Learning for Teacher Candidates

1. Describe the organization's plan for ensuring that teacher candidates develop the candidates' ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences that help all students learn?
2. What assessment data are used to demonstrate candidates' ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences?
3. What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' ability to assess student learning, use assessments in instruction, and develop meaningful learning experiences?

D. Knowledge and Skills for Other School Personnel

1. Describe the organization's plan for ensuring that candidates for other school personnel positions develop the necessary professional knowledge and skills?
2. What key assessments/measures are being used? Describe the data from these key assessments that demonstrate that candidates preparing as other school personnel:
 - know their students, families, and communities
 - use current research to inform practice
 - use technology in their practice
3. What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' preparation related to professional knowledge and skills?

E. Student Learning for Other School Personnel

1. Describe the organization's plan for ensuring that teacher candidates develop the ability to understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work?
2. What key assessments/measures are being used? Describe the data from these key assessments that demonstrate that candidates can create positive environments for student learning? What are the assessments/measures used?
3. What information will the organization seek in the form of follow-up surveys of graduates and employers about graduates' ability to create positive environments for student learning?

F. Professional Dispositions for All Candidates

1. What dispositions are candidates expected to demonstrate by completion of programs?
2. What key assessments/measures are used? What data indicate that candidates know and demonstrate the dispositions listed?
3. What information will the organization seek from graduates and employers about graduates' professional dispositions?

Standard 2 - Assessment System and Organization Evaluation

The organization has an assessment system that collects and analyzes data on applicant qualifications, candidate and completer performance, and organization operations to evaluate and improve the performance of candidates, the organization, and its programs.

A. Assessment system

1. How was the assessment system developed? Who participated in the development of the system?
2. In what ways does the assessment system reflect the candidate proficiencies outlined in the organization's mission, state standards, and professional standards?
3. What are the key assessments/measures used to monitor candidate performance? At what points are they administered in the programs? (use of a table outlining the key assessments, transition points, and alignment with state/industry standards is recommended for this section).
4. To what extent are the assessment measures used to determine admission, continuation in, and completion of programs? What other entry and exit criteria exists within the organization? What happens when candidates do not meet expectations?
5. What process has been adopted to ensure that assessment procedures are fair, accurate, consistent, and free of bias?
6. To what extent has the organization determined that the key assessments are predictors of candidate success?
7. What assessments and evaluations are used to manage and improve the operations and programs of the organization?

B. Data collection, analysis, and evaluation

1. Describe the organization's timeline for collecting data on each component of the assessment system. Include when (e.g., each semester, annually, biennially) data are collected for the key candidate assessments identified earlier, when surveys are administered, when programs are reviewed, and when other data related to program operations are collected.
2. Describe how the collected data are summarized and analyzed by the organization.
 - In what format are the data summarized and analyzed? (Reports, tables, charts, graphs, etc.)
 - How often are the data summarized and analyzed?
 - Whose responsibility is it to summarize and analyze the data? (Director, Accreditation Coordinator, data coordinator, etc.)
 - What information technologies are used to maintain the organization's assessment system?
3. How does the organization maintain records of formal candidate complaints and their resolutions?

C. Use of data for program improvement

1. How are data used by candidates and faculty to improve their performance?
2. How are data used to discuss or initiate program or organization-wide changes on a *regular* basis?
3. What data-driven changes have occurred? (Note: This question is only applicable for organizations seeking continuing accreditation)
4. How are assessment data shared with candidates, faculty, and other stakeholders?

Standard 3 - Field Experiences

The organization and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

A. Collaboration Between Organization and LEA/School Partners

1. Who participates in the design, delivery, and evaluation of the organization's field and clinical experiences? In what ways do the partners cooperate?
2. What were some of the contributions of the partners related to the design, delivery, and evaluation of the organization's field and clinical experiences?
3. How are the partners involved in determining field experience and clinical placements?

B. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

1. Describe the field experiences and clinical practices required in each program.
2. How do the field and clinical experiences help candidates demonstrate the candidate proficiencies outlined in the organization's mission, state standards, and professional standards?
3. How does the organization systematically ensure that candidates have opportunities to use technology as an instructional tool during field experiences or clinical practice?
4. What criteria are used in the selection of clinical school-based faculty members? How are the chosen criteria implemented? What evidence suggests that clinical faculty members are accomplished school professionals?
5. What preparation or professional development activities do school-based faculty members receive to prepare them for roles as clinical supervisors?
6. How does the organization assure that school-based faculty provide regular and continuous support for teacher candidates?

C. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn

1. How are assessments during field experiences and clinical practice conducted?
2. How is time for reflection and feedback incorporated into the field experiences and clinical practice?

Standard 4 – Diversity

The organization designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including P-12 school faculty, candidates, and students in P–12 schools.

A. Design, implementation, and evaluation of curriculum and experiences

1. What proficiencies related to diversity are candidates expected to develop and demonstrate?
2. What required coursework and experiences provide teacher and administrator candidates with:
 - awareness of the importance of diversity in teaching and learning
 - the knowledge, skills, and dispositions to adapt instruction and/or services for diverse populations
3. What assessments provide evidence about candidates' proficiencies related to diversity?

B. Experiences working with diverse faculty

1. What is the percentage of professional education faculty and school-based faculty from different ethnic, racial, and gender groups? Other diversity characteristics can also be discussed if data are available.
2. What opportunities do candidates have to interact with faculty from diverse backgrounds?
3. What knowledge and experiences do professional education and clinical faculty have related to preparing candidates to work with students from diverse cultural backgrounds and students with exceptionalities?
4. What efforts does the organization make to recruit and retain diverse faculty?

C. Experiences working with diverse candidates

1. What is the percentage of education candidates from different ethnic, racial, gender, and socioeconomic groups? Other diversity characteristics can be discussed if data are available.
2. What opportunities do candidates have to interact with diverse candidates?
3. What efforts does the organization make to recruit and retain diverse candidates?

D. Experiences working with diverse students in P-12 schools

1. What is the percentage of P-12 students from different ethnic, racial, gender, and socioeconomic groups in the settings in which candidates participate in field experiences and clinical practice?

2. How does the organization ensure that each candidate has at least one field experience with students from racial groups different than their own, students with exceptionalities, students from different socioeconomic groups, and male and female students?
3. How does the organization ensure that candidates develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice?
4. How does the organization ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with diverse students?

Standard 5 - Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues. The program systematically evaluates faculty performance and facilitates professional development.

A. Qualified faculty

1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)?
2. How does the organization know school-based faculty members are licensed in the areas they teach or are supervising? How experienced are school-based faculty?
3. What contemporary professional experiences in school settings do the organization's clinical faculty have?

B. Modeling best professional practices in teaching

1. How does instruction reflect the organization's mission as well as current research and developments in the fields?
2. How does faculty teaching encourage the development of reflection, critical thinking, problem solving, and professional dispositions?
3. What types of instructional strategies and assessment do faculty members model?
4. How does faculty instruction reflect their knowledge and experiences in diversity?
5. How do faculty incorporate the use of technology into instruction?
6. How do faculty systematically engage in self-assessment of their teaching?

C. Modeling best professional practices in service

1. What types of service are expected as part of the organization's mission?
2. In what types of service activities are faculty expected to be engaged?
3. What percentage of the faculty are actively involved in these various types of service activities?

D. Collaboration

1. In what ways do organizational faculty members collaborate with colleagues in P-12 schools and the broader professional community on a regular and consistent basis?

2. How has the collaboration led to improved teaching, candidate learning, and teacher education?

E. Unit evaluation of professional education faculty performance

1. How are faculty evaluated? How regular, systematic, and comprehensive are the faculty evaluations?
2. How are evaluations used to improve teaching, scholarship, and service?

F. Unit facilitation of professional development

1. How is professional development related to needs outlined in faculty evaluations? How does this happen?
2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and any aspect of the organization's mission?
3. How often do faculty members participate in professional development activities both on and off-site?

Organizational Governance and Resources

The organization has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional and state standards.

A. Organizational leadership and authority

1. What responsibility does the educator preparation unit within the organization have for planning, delivering, and operating all programs for the preparation of educators?
2. What members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?
3. How does the organization ensure that candidates have access to student services such as advising and counseling?
4. To what extent are recruiting and admissions policies described clearly and consistently in organizational publications?
5. To what extent are academic calendars, catalogues, publications, grading policies, and advertising accurate and current?

B. Organizational Budget

1. What is the budget available to support programs preparing candidates to meet standards?
2. To what extent does the organization provide financial support for professional development opportunities for faculty?

C. Personnel

1. What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, etc.)? What workload activities are included in the institution's faculty load policies?
2. What are the actual workloads of faculty?
3. To what extent do workloads allow faculty to be engaged effectively in teaching, and service (including time for such responsibilities as advisement and developing assessments)?
4. Who are the support personnel in the unit? What support services do they provide?

D. Organizational facilities

1. Describe all existing and/or proposed facilities—classrooms, faculty offices, library/media center, and school facilities—to support teaching and learning?

E. Organizational resources including technology

1. To what degree does the organization depend on external resources to carry out its core programs? What plans are in place, if any, to institutionalize projects and/or programs funded by external resources?
2. What information technology resources support faculty and candidates? How do these technologies help candidates achieve the commitments to technology outlined in the standards?
3. What resources are available for the development and implementation of the organization's assessment system?
4. What library and curricular resources exist at the organization? How sufficient and current are these resources? How accessible are resources to candidates?